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MC16 Surefire Strategies for Struggling Readers (Gr. 6-12)

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Best Strategies for the Struggling Reader

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Essential Questions that Will Be Answered During Workshop:

- I. Why do middle school and high school students struggle with reading?**
 - II. How do we teach students to be successful readers?**
 - III. What are the most powerful reading strategies that help students make their reading experiences more meaningful, and therefore, more memorable?**
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LIST OF RELATED CITATIONS

“Best Strategies for the Struggling Reader”

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BY: LeAnn Nickelsen, M.Ed.

Biancarosa and Snow, (2004). *Reading Next: A Vision for Action and Research in the Middle and High School Literacy*.

**Beers, Kylene. (2003). *When Kids Can't Read: What Teachers Can Do. (Grades 6-12)*.
Portsmouth, NH: Heinemann.**

Jensen, Eric; and LeAnn Nickelsen. (2008). *Deeper Learning: 7 Powerful Strategies for In-Depth and Longer-Lasting Learning*. Thousand Oaks, CA: Corwin Press.

**Marzano, Robert J. (2004). *Building Background Knowledge for Academic Achievement*.
Alexandria, VA: ASCD.**

National Reading Panel Report. (2000). Jessup, MD: National Institute for Literacy at EDPubs.

**Nickelsen, LeAnn. (2003). *Comprehension Activities for Reading in Social Studies and Science*.
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Fix-Up Strategies to “Unconfuse” Yourself

- ☐ Reread tricky parts
- ☐ Look for clues in the paragraph to help you figure out a tough word
- ☐ Reread and try to visualize parts
- ☐ Try rereading 1 or 2 sentences at a time, then retell these
- ☐ Go learn more about the content before reading further (build up background knowledge on the topic within the book)
- ☐ Self-monitor your reading with text-posting so you can explain what part of the text you are not understanding
- ☐ Create questions for clarification
- ☐ Make a connection between the text and your life, another text, or what you know about the world
- ☐ Make a prediction
- ☐ Just stop and think about what you just read
- ☐ Reflect in writing what you have read
- ☐ Determine the patterns in the text structure
- ☐ Adjust your reading rate: slow down or speed up
- ☐ Read the section aloud to wake up
- ☐ If none of the above work, ask your teacher for help

Comprehension Constructor:

I am confused by: _____ on page _____. I am
confused because: _____. I will try
the following Fix-Up Strategy: _____. I now
understand _____
_____.

BEFORE READING

1. Preview the Text

*Do a book walk and find the following:

- ✓ Title, main headings, subheadings
- ✓ Pictures, graphics, captions, maps, graphs, diagrams
- ✓ Boldface type vocabulary (Preteach 3-5 words)
- ✓ Chapter introduction/Introductory Questions
- ✓ Read first and last paragraphs
- ✓ Boxed or highlighted information

2. Activate Prior Knowledge

*What do you already know about this subject?

*What experiences have you had in this area?

*Did the book preview remind you of anything?

*Teacher shows an object or picture, shares a personal story, or reads a short story that relates to the text in order to help activate prior knowledge (anticipatory set).

*Predict what the text might be about.

3. Create a Purpose and a Plan

*What reading strategies do you plan to use while reading this passage?

*What is the purpose for reading this passage?

*What is your monthly personal reading goal?

*Present and generate questions to consider while reading.

DURING READING

1. Read with the purpose in mind.

2. Read slowly with Post-It Notes ready to mark text (metacognition).

✓ I got it! I know and/or understand this.

! This is really important or interesting.

? I don't understand this or this does not make sense.

C This is a connection with my life, other book, and/or world.

3. Organize text in a meaningful way while reading (graphic organizer).

4. Use strategies based on reading goal (Use Think Alouds).

5. Create questions to answer during the reading.

6. Clarify vocabulary.

7. Read with author's purpose in mind.

8. Analyze charts and graphs.

AFTER READING

1. Pause and Reflect

- ✓ Do I understand what the main topics are?
- ✓ Can I explain the key terms in my own words?
- ✓ Do the graphics, pictures and captions make sense?
- ✓ How does this text connect with my life, other texts, and world?
- ✓ What can I do with this information?
- ✓ Check predictions.

2. Reread

- ✓ Skimming is a strategy that makes sense when you are looking for specific information.

3. Remembering & Processing the Text (make sure it connects with text read)

- ✓ Do something with the text (drawing, mnemonic, jingle, discuss, or any other project/product).

4. Discuss future reading goals.

Content-Area Reading Strategy Checklist

Before Reading

- ☐ I preview the section or chapter by looking and thinking about the boldface or italic headings and vocabulary.
- ☐ I skim the chapter to have an idea of how it is organized.
- ☐ I read the sentences around boldface words that are unfamiliar.
- ☐ I read the captions, charts, graphs, and diagrams.
- ☐ I develop ideas of what I already know about this topic.
- ☐ I review the purposes that the teacher or I have set before I start to read.

During Reading

- ☐ I make a mental picture in my mind of what I'm reading.
- ☐ I know when I'm confused, and I reread to understand.
- ☐ I look for information that relates to the purpose I've set or that the teacher or class has set.
- ☐ I stop after each section and summarize what I've read.
- ☐ I try to use clues in the sentences, charts, and pictures to figure out new words.
- ☐ I record important information within a graphic organizer or special note-taking style.
- ☐ I jot down questions to ask my teacher, especially when I'm confused.
- ☐ I use my list of Fix-It Strategies when I get confused.

After Reading

- ☐ I discuss ideas or questions that I had with a partner or group.
- ☐ I note new vocabulary in a journal or within a graphic organizer.
- ☐ I skim to find parts that may answer a question and clarify my purpose for reading. I reread these sections.
- ☐ I study my notes and reread important parts after each assignment.
- ☐ I celebrate my learning of the content (project, writing, discussion, etc.).

Text Thoughts

Topic: _____ Chapter: _____

<u>Notes from Book that I Deem Important</u>	<u>My Thoughts About These Notes:</u> *Personal connections to my life *Explaining in my own words *I know something else about this (example, additional fact, etc.) *I feel _____ about this because... *I want to draw this... *I have a question...(wondering, don't understand, clarifying) *I need to define this word on my own

The House

The two boys ran until they came to the driveway. "See, I told you today was good for skipping school," said Mark. "Mom is never home on Thursday," he added. Tall hedges hid the house from the road so the pair strolled across the finely landscaped yard. "I never knew your place was so big," said Pete. "Yeah, but it's nicer now than it used to be since Dad had the new stone siding put on and added the fireplace."

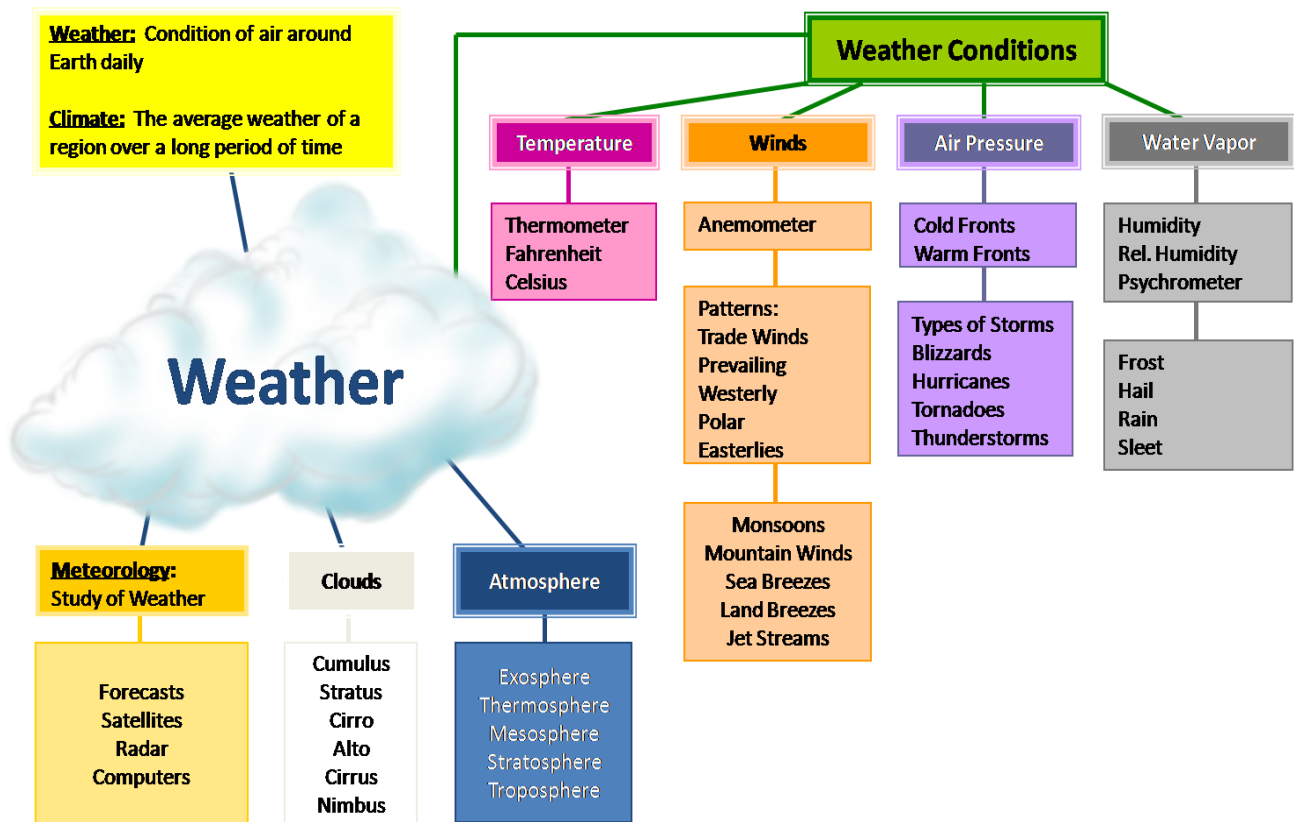
There were front and back doors and a side door which led to the garage which was empty except for three parked 10-speed bikes. They went in the side door, Mark explaining that it was always open in case his younger sisters got home earlier than their mother.

Pete wanted to see the house so Mark started with the living room. It, like the rest of the downstairs, was newly painted. Mark turned on the stereo, the noise of which worried Pete. "Don't worry, the nearest house is a quarter mile away," Mark shouted. Pete felt more comfortable observing that no houses could be seen in any direction beyond the huge yard.

The dining room, with all the china, silver, and cut glass, was no place to play so the boys moved into the kitchen where they made sandwiches. Mark said they wouldn't go to the basement because it had been damp and musty ever since the new plumbing had been installed.

"This is where my Dad keeps his famous paintings and his coin collection," Mark said as they peered into the den. Mark bragged that he could get spending money whenever he needed it since he'd discovered that his Dad kept a lot in the desk drawer.

There were three upstairs bedrooms. Mark showed Pete his mother's closet which was filled with furs and the locked box which held her jewels. His sisters' room was uninteresting except for the color TV which Mark carried to his room. Mark bragged that the bathroom in the hall was his since one had been added to his sisters' room for their use. The big highlight in his room, though, was a leak in the ceiling where the old roof had finally rotted.



IIQEE

Topic: _____

“To Activate My Prior Knowledge”

I

think I know the following about the topic:

I

am sure that I know the following about the topic:

Q

uestions that I have about this topic (*I want to learn ...*):

E

xperiences that I have had with this topic:

E

xperiences that my friend, _____, has had with the topic: _____

Digging Detectives



Name: _____

Title Of Book: _____

1. I found the following within my book (check):

- ☐ Table of Contents
- ☐ Index
- ☐ Titles and subtitles
- ☐ Boldface type words that are defined in glossary
- ☐ Caption near pictures, diagrams, graphs, charts, etc.
- ☐ Other: _____

2. What page is your favorite picture on and why is this your favorite? Please describe. Page ____

3. Write 2 different titles that you see within this book:

4. Write 2 different subtitles that you see within this book:

5. Write some questions that you would like answered about this book:

6. What do you know about this topic?

7. The purpose of reading this book is:

8. Let's define and draw pictures of the following words:

Word:	Word:	Word:
Word:	Word:	Word:

After Reading Response:

Buddy Reading Checklist Using Nonfiction Strategies

Reader's Name: _____ Buddy's Name: _____

Date: _____ Reading Material: _____

*Place a check next to each comprehension strategy that your buddy uses:

BEFORE READING

- _____ Discusses what he or she knows about the topic.
- _____ Previews the text (pictures, graphs, captions, boldface words, etc.).
- _____ Predicts what the text will be about.
- _____ States the purpose for reading this text.
- _____ Asks questions about the text.
- _____ Establishes the purpose for reading and requirements for using the information.
- _____ Reviews the list of possible strategies that might be used.

DURING READING

- _____ Uses headings and topic sentences to form questions.
- _____ Looks for answers to questions.
- _____ Discusses and explains vocabulary words, graphs, & charts.
- _____ Relates what is being read to what he or she knows or has experienced.
- _____ Rereads parts that are hard to understand.
- _____ Revises predictions.
- _____ Explains or draws what he or she visualizes.
- _____ Completes graphic organizer.

AFTER READING

- _____ Tries to answer questions that he or she has.
- _____ Tells the main idea and summarizes the text.
- _____ Explains if predictions were right or wrong.
- _____ Explains what vocabulary words mean in own words.
- _____ Relates the text to prior knowledge and discusses new learning.
- _____ Explains the strategies that were used during reading.
- _____ Explains how the "after reading" assignment relates to the text.

Buddy Reading Checklist Using Fiction Strategies

Reader's Name: _____ Buddy's Name: _____

Date: _____ Reading Material: _____

*Place a check next to each comprehension strategy that your buddy uses:

BEFORE READING

- _____ Reads the title.
- _____ Previews the text by taking a picture walk through the book.
- _____ Predicts what the text will be about.
- _____ States the purpose for reading this text.
- _____ Asks questions about the text.
- _____ Establishes the purpose for reading.
- _____ Reviews the list of possible strategies that might be used during the reading.

DURING READING

- _____ Reads, stops, retells.
- _____ Finds answers to previous questions and forms new questions.
- _____ Relates what is being read to what he or she knows or has experienced.
- _____ Rereads parts that are hard to understand.
- _____ Corrects miscues.
- _____ Revises predictions.
- _____ Explains or draws what he or she visualizes.

AFTER READING

- _____ Explains if predictions were right or wrong.
- _____ Summarizes the story.
- _____ Discusses author's purpose.
- _____ Explains the strategies that were used during reading.
- _____ Makes connections (text-to-self, text-to-text, text-to-world)
- _____ Explains the "after reading" writing assignment

Text Posting Symbols

Text Posting Symbols			
Nonfiction Reading		Connections	
★	I know this already	😊	Connection to me
N	New fact to me!	📖	Connection to a book
?	I don't understand	F	Connection to my family
—	Very important	T	Connection to my town
Fiction Reading		Text Marks	
P	I want to predict	V	Visualized this
?	I don't understand	I	Important information
○	What is this word?	C	Connection to me
✓	I get it! Problem solved	!	Inference I made
C	Prediction confirmed		

Stop-N-Think

Name: _____ Date: _____

Circle One: Book, lecture, Video, _____ (Other)

Stop #1

Stop #2

Stop #3

Stop #4

Synthesis of the stops:

Choice Reflections

Forming the Basics

- ❖ Determine the most valuable piece of information that you learned.
- ❖ How would you write a one paragraph summary about what you learned?
- ❖ Draw a picture of what you learned.
- ❖ Create a web of the details that you learned today.
- ❖ Predict what the next sequel lesson would be on this topic.
- ❖ What was the main idea of the lesson? What details support it?
- ❖ List the most important vocabulary words of this concept.
- ❖ What are the cause-effect relationships within the lesson?
- ❖ List some facts that you learned today.

Making Connections

- ❖ Does today's learning remind you of anything from your personal life? Objects? Events? Person? Process?
- ❖ How does the concept or skill connect with other things that you have learned? Books, Stories, Websites, Current Events, Famous people, etc.
- ❖ How would you explain today's learning to someone 4 years younger or 4 years older?
- ❖ How could you implement what you learned today in the future (career), in your household, at school, in the community, or in the world?

Synthesizing It All

- ❖ How would you have taught today's lesson?
- ❖ What new questions do you have about today's learning?
- ❖ Assess your new understanding of the information learned today. What are your gaps if you feel that you have any?
- ❖ Summarize today's learning in 10 or less words.
- ❖ What are you beginning to wonder now that you learned this information?
- ❖ What did you rediscover after today's learning?
- ❖ If you could change anything about what you learned today, how would you change it and why?

IDEA for Vocabulary Words

Unit _____ Date _____

	I Illustrate (picture or symbol)	D Describe (pronunciation, part of speech, and description)	E Elaborate	A Associate (personally meaningful sentence)
Word:				
Word:				
Word:				

ELABORATION IDEAS FOR VOCABULARY WORDS

- Give an example of the word
- Give a non-example of the word
- Create clues about attributes of the word
- Create a question about the word - answer it
- Create a simile or metaphor using the word
- Give synonyms for the word
- Give antonyms for the word
- Draw a quick picture of the word
- Explain how the word relates to your life
- Create an analogy with the word
- Give additional information about the word (more facts)
- Paraphrase what the word means
- Explain how this word relates to the world currently